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CIPP Model-Based Evaluation of the Education System to Improve Learning Quality at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh

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ABSTRACT

This study evaluates the education system in improving learning quality at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, using the Context, Input, Process, and Product model. It employed a qualitative approach with an evaluative case study design. Data were collected through semi-structured interviews, non-participant observations, and document analysis. Participants were selected purposively and included the principal, curriculum coordinator, teachers, administrative personnel, school committee representatives, parents, and students. Data were analyzed through data condensation, data display, and conclusion drawing and verification. The findings show that the context component was aligned with students' academic needs, Islamic character development, and Muhammadiyah institutional values. The input component was generally adequate, although digital facilities, teacher professional development, and resource allocation required improvement. The process component indicated that learning, assessment, academic supervision, and parental communication had been implemented, but differentiated instruction and supervision follow-up remained inconsistent. The product component revealed positive development in student participation, discipline, religious habituation, and teacher collaboration. However, the school had not fully integrated academic, behavioural, professional, and stakeholder satisfaction data into a longitudinal evaluation system. The study concludes that learning quality improvement requires a continuous, participatory, measurable, and evidence-based CIPP evaluation cycle.

Introduction

Educational quality constitutes a central concern for primary educational institutions because it determines the extent to which schools can provide relevant, effective, inclusive, and sustainable learning services. At the Islamic elementary school level, educational quality does not refer only to students' academic achievement. It also includes the quality of lesson planning, teacher competence, curriculum implementation,

learning facilities, assessment practices, school leadership, student participation, and the internalization of Islamic values. These components form an interconnected educational system. Weakness in one component can affect the performance of other components. Therefore, improving learning quality requires a comprehensive evaluation that examines educational needs, available resources, implementation processes, and achieved outcomes.

Learning quality reflects the effectiveness of interactions among teachers, students, learning materials, methods, media, assessment, and the educational environment. High-quality learning provides students with opportunities to participate actively, develop conceptual understanding, solve problems, communicate ideas, and internalize positive values. Teachers must also adapt learning activities to students' developmental levels and diverse needs. However, the quality of learning cannot depend solely on individual teacher performance. Schools must support teachers through clear policies, appropriate curricula, adequate facilities, academic supervision, professional development, and systematic evaluation. Educational quality therefore results from the coordinated functioning of the entire school system rather than from a single instructional component.

Evaluation has an essential role in determining whether an educational system operates according to institutional objectives and students' needs. Evaluation provides credible information for decision-making, program improvement, accountability, and future planning. It does not merely identify success or failure. It also explains why a program produces particular results, which components require improvement, and what institutional actions should follow. Educational evaluation should therefore move beyond measuring final learning outcomes. It must examine the conditions that shape those outcomes, including policy relevance, resource readiness, implementation quality, and stakeholder involvement. Recent studies confirm that comprehensive educational evaluation can support schools in identifying program strengths, implementation barriers, and strategic priorities for continuous improvement (Suri & Hariyati, 2024).

One evaluation framework that provides a comprehensive perspective is the CIPP model. CIPP refers to *Context, Input, Process, and Product*. Daniel L. Stufflebeam developed the model to support decision-oriented evaluation. Context evaluation identifies institutional needs, problems, opportunities, and program objectives. Input evaluation examines strategies, human resources, facilities, budgets, curricula, and other resources required to achieve the objectives. Process evaluation analyzes the implementation of planned activities, including consistency, participation, obstacles, and monitoring. Product evaluation assesses intended and unintended results, including learning outcomes, behavioural changes, stakeholder satisfaction, and institutional development. The model enables evaluators to examine education before, during, and after program implementation rather than focusing exclusively on final outcomes (Stufflebeam & Zhang, 2017).

The CIPP model is relevant to evaluating an educational system because it connects planning, implementation, and outcomes within one analytical framework. Context evaluation assists schools in determining whether educational objectives correspond to students' needs, institutional vision, social expectations, and policy requirements. Input evaluation assesses whether the school has sufficient teachers, learning materials, facilities, funding, and management capacity. Process evaluation identifies the consistency between plans and actual educational practices. Product evaluation determines whether the system has improved student learning, character formation, teacher performance, and institutional quality. The model has been widely

used because it provides information for program continuation, modification, development, or termination (Ratnay, Indriaswuri, Widayanthi, Atmaja, & Dalem, 2022).

Recent educational studies have applied the CIPP model to evaluate curricula, teacher education, professional certification, religious programs, digital learning, and vocational education. These studies demonstrate that CIPP can accommodate qualitative and quantitative evidence and can be adjusted to different institutional contexts. An evaluation of an online teacher certification program, for example, used context, input, process, and product dimensions to examine institutional readiness, implementation, participant engagement, and program outcomes (Sari, Kasmini, Rosdiana, & Manurung, 2023). Another study applied CIPP to vocational education and found that the model could systematically examine program needs, educational resources, implementation quality, and competency outcomes (Ratnay et al., 2022).

The use of the CIPP model has also grown in Islamic education. A study of a *tahfidz* program showed that context evaluation clarified the program's religious and educational needs, input evaluation examined teacher and facility readiness, process evaluation investigated implementation, and product evaluation assessed students' memorization outcomes (Ayyusufi, Anshori, & Muthoifin, 2022). Similarly, research at MTs Negeri 1 Yogyakarta used the model to evaluate the effectiveness and sustainability of a *tahfidz* class by relating institutional objectives, supporting resources, learning practices, and student achievement (Abshor, Wafiati, Sorfina, & Ma'arif, 2024). These findings indicate that CIPP is compatible with Islamic educational institutions because it can evaluate academic goals alongside religious and character-development objectives.

Curriculum implementation also requires comprehensive evaluation. The implementation of the current curriculum demands student-centred learning, differentiated instruction, formative assessment, character development, and contextual learning. Schools may formally adopt curriculum policies but encounter challenges in teacher understanding, teaching-module preparation, facilities, assessment, and classroom implementation. CIPP-based curriculum evaluation can identify whether the curriculum corresponds to student needs, whether teachers and facilities are ready, whether instructional practices follow curriculum principles, and whether learning outcomes reflect the intended competencies. Studies of curriculum implementation have shown that the model helps schools distinguish between policy readiness and actual classroom performance (Fitri, Sukiman, & Nurusshoimah, 2024).

At the elementary school level, evaluation must pay particular attention to the relationship between institutional resources and classroom practices. Adequate curriculum documents do not guarantee effective learning when teachers lack pedagogical capacity, facilities remain limited, or supervision does not function consistently. Conversely, committed teachers may struggle to maintain instructional quality without institutional support. Research on curriculum implementation in elementary schools has identified teacher readiness, learning facilities, lesson planning, assessment, and leadership support as important factors that influence instructional effectiveness (Mulyadi, Hidayatullah, Syaifullah, & Riyadi, 2024). Therefore, a systematic evaluation should examine how institutional inputs shape teaching processes and student outcomes.

Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, operates within a distinctive educational context. The school is responsible for implementing national educational standards while maintaining Islamic values and Muhammadiyah institutional identity. Its educational system must support academic competence,

religious knowledge, moral conduct, discipline, social responsibility, and students' personal development. This dual responsibility requires alignment among the school's vision, curriculum, teacher competence, learning facilities, management, parental involvement, and assessment. A partial evaluation that only examines students' test results would not adequately represent the school's educational performance.

The context dimension is important because the school must ensure that its educational objectives correspond to students' academic, religious, social, and developmental needs. Changes in curriculum, digital technology, parental expectations, and student characteristics require schools to review their priorities regularly. Context evaluation can determine whether the school's vision and learning programs respond to actual educational needs. It can also identify gaps between institutional expectations and classroom realities. Without an accurate needs assessment, schools may implement activities that fulfil administrative requirements but do not address the most urgent learning problems.

The input dimension is equally important because educational objectives require adequate resources. These resources include qualified teachers, curriculum documents, learning media, classrooms, digital infrastructure, libraries, funding, professional development, and leadership support. The quality of input influences the school's ability to implement its plans. Nevertheless, input evaluation should not focus only on the number of available resources. It must also examine their relevance, accessibility, distribution, and use. Facilities that remain unused provide limited educational value. Similarly, teacher training that does not address actual classroom needs may not improve learning quality.

Process evaluation focuses on how the education system operates in practice. It examines lesson planning, teaching strategies, classroom interaction, student participation, use of media, assessment, supervision, and communication with parents. This dimension is crucial because discrepancies often emerge between written policies and actual implementation. Recent CIPP studies show that process evaluation can identify implementation inconsistencies and provide evidence for corrective action while a program is still operating (Dianto, Hamengkubuwono, & Fathurrochman, 2024). Process evaluation therefore serves not only as an accountability mechanism but also as continuous professional feedback.

Product evaluation assesses the results produced by the educational system. These results include academic achievement, student participation, religious character, discipline, teacher development, parental satisfaction, and institutional improvement. Product evaluation should compare achieved results with predetermined objectives and identified needs. It should also consider unintended outcomes. A program may improve academic achievement while increasing teacher workload, or it may strengthen religious routines without significantly improving students' conceptual understanding. Comprehensive product evaluation prevents schools from drawing conclusions from a single performance indicator.

Previous research has established the usefulness of CIPP for evaluating specific educational programs, including teacher certification, independent curriculum implementation, religious programs, vocational education, and technology-supported learning. However, many studies focus on one program rather than evaluating the education system at the institutional level. Limited research has integrated curriculum, human resources, facilities, instructional processes, assessment, Islamic character development, and learning outcomes within one CIPP-based evaluation at a

Muhammadiyah elementary school. This gap creates a need for an institutional evaluation that connects educational context, resource readiness, implementation practices, and learning quality.

The novelty of this study lies in the application of the CIPP model to evaluate the education system as an integrated institutional mechanism at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh. The evaluation does not treat context, input, process, and product as separate administrative categories. Instead, it analyzes the relationships among institutional needs, available resources, classroom implementation, and educational outcomes. This approach is expected to produce practical recommendations for improving teacher competence, learning facilities, academic supervision, instructional strategies, assessment, and institutional quality assurance.

Accordingly, this study aims to evaluate the education system at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, using the CIPP model. It specifically examines the relevance of educational objectives to institutional and student needs, the adequacy of educational inputs, the quality of learning implementation, and the products achieved through the educational process. The study also identifies supporting and inhibiting factors and formulates recommendations for continuous learning-quality improvement.

Method

This study employed evaluative research using a qualitative case study approach and the CIPP evaluation model. Evaluative research was selected because the study aimed to assess the merit, relevance, implementation, and outcomes of the educational system and provide evidence-based recommendations. Evaluation research systematically collects and analyzes information to support decisions about program continuation, revision, improvement, or development (Stufflebeam & Zhang, 2017). A qualitative approach enabled the researchers to understand educational practices, stakeholder experiences, institutional conditions, and the meaning participants attributed to the implementation of the school system (Creswell & Poth, 2016).

The case study design was used because the evaluation focused on one bounded educational institution, namely Muhammadiyah Islamic Elementary School Sidokerto, Plupuh. Case study research allows researchers to investigate a contemporary phenomenon within its actual context through multiple sources of evidence (Yin, 2018). The unit of analysis was the school's education system, including institutional objectives, human resources, curriculum, facilities, learning implementation, assessment, supervision, stakeholder participation, and educational outcomes.

Participants were selected through purposive sampling based on their roles, experience, and knowledge of the education system. They included the school principal, curriculum coordinator, classroom teachers, subject teachers, administrative personnel, school committee representatives, parents, and selected students. Purposive sampling supports the selection of information-rich participants who can explain specific institutional processes and experiences (Patton, 2015). Participant recruitment continued until the collected information demonstrated sufficient depth and no major new themes emerged.

Data were collected through semi-structured interviews, non-participant observation, and document analysis. Interviews examined school needs, institutional objectives, teacher readiness, facilities, curriculum implementation, learning processes,

assessment, supervision, parental involvement, and perceived outcomes. Observation focused on classroom interaction, teaching strategies, media use, student participation, school routines, and educational facilities. Documents included school work plans, curriculum documents, teaching modules, supervision records, assessment reports, teacher-development records, meeting minutes, and student-achievement data. Multiple sources enabled the researchers to compare formal policies with actual practices and participant experiences (Tisdell, Merriam, & Stuckey-Peyrot, 2025).

The evaluation indicators were organized according to the four CIPP dimensions. Context included needs, objectives, institutional vision, and policy relevance. Input included teachers, curriculum, facilities, funding, learning media, and management support. Process included lesson planning, instruction, assessment, supervision, student participation, and parental communication. Product included academic outcomes, religious character, discipline, teacher performance, stakeholder satisfaction, and institutional improvement.

Data analysis followed the interactive stages of data condensation, data display, and conclusion drawing or verification (Miles & Huberman, 1994). Interview transcripts, observational notes, and documents were coded according to the CIPP dimensions. The researchers then developed categories, compared evidence across participants, and identified relationships among context, input, process, and product. Credibility was strengthened through source and technique triangulation, member checking, persistent observation, and examination of supporting documents. An audit trail was maintained to document data collection, coding, interpretation, and evaluation decisions (Saldaña, 2021).

Results and Discussion

Results

The evaluation identified that the education system at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, generally supported the school's academic and Islamic educational objectives. However, the four CIPP dimensions showed different levels of achievement. Context and institutional commitment emerged as the strongest elements. Input and process dimensions were relatively adequate but required improvement in digital facilities, systematic teacher development, differentiated instruction, and follow-up supervision. The product dimension indicated positive development in learning participation, religious character, and teacher collaboration, although the school still needed more systematic measurement of learning quality.

Table 1. CIPP-Based Evaluation of the Education System

CIPP Component	Evaluation Focus	Main Findings	Achievement Category	Recommended Improvement
Context	Needs, objectives, vision, and policy relevance	Educational objectives reflected academic, Islamic, and character-development needs	Strong	Conduct periodic needs mapping involving teachers, parents, and students
Input	Teachers, curriculum,	Teachers and curriculum were	Adequate	Strengthen digital infrastructure,

	facilities, media, funding, and management	available, but digital facilities and structured professional development remained limited		teacher training, and resource allocation
Process	Planning, instruction, assessment, supervision, and participation	Learning was implemented regularly, but instructional variation and supervision follow-up differed among teachers	Adequate	Develop peer mentoring, differentiated learning, and continuous supervision
Product	Achievement, character, discipline, teacher performance, and satisfaction	Positive outcomes appeared in participation, religious routines, discipline, and collaboration	Good	Establish measurable indicators and longitudinal evaluation of learning outcomes

Context Evaluation

The context evaluation indicated that the school's educational vision was relevant to the needs of an Islamic elementary school. The school sought to develop students' academic competence while strengthening Islamic character, discipline, responsibility, and social conduct. The objectives reflected the expectations of parents and the Muhammadiyah educational tradition. Teachers understood that the school's responsibility extended beyond the delivery of subject content. They were also expected to develop students' religious habits and moral behaviour.

The evaluation nevertheless identified a need for more systematic needs assessment. The school generally recognized student needs through teacher meetings, classroom experiences, parental communication, and academic records. However, needs mapping had not always been documented in a structured format. Some educational priorities were determined through routine discussions rather than through comprehensive analysis of student achievement, learning difficulties, parental expectations, teacher competency, and facility conditions. This situation could make planning dependent on immediate problems rather than long-term institutional priorities.

The school's objectives were aligned with its Islamic identity, but several objectives required measurable indicators. Statements about developing disciplined, religious, and academically competent students were clear at the normative level. Yet the school needed operational criteria to assess progress. For example, religious character could be evaluated through consistency in worship routines, honesty, responsibility, respectful communication, and social participation. Clear indicators would strengthen the connection between institutional vision, learning activities, and evaluation.

Input Evaluation

The input evaluation showed that the school had essential human resources, curriculum documents, classrooms, learning tools, and organizational support. Teachers

possessed relevant academic backgrounds and demonstrated commitment to the school. Curriculum documents and teaching modules were available. The school also provided basic facilities to support instruction and religious activities. These inputs enabled regular learning to take place.

However, resource adequacy differed across components. Digital devices, internet stability, interactive media, and access to varied learning resources remained limited. Some teachers could use digital technology effectively, while others required additional training and assistance. The availability of technology did not always correspond to teachers' pedagogical ability to integrate it into learning. This finding demonstrates that input quality includes both physical resources and users' competencies.

Teacher professional development existed through workshops, working groups, internal meetings, and academic supervision. Nevertheless, these activities had not yet formed a fully systematic development cycle. Training participation sometimes depended on external invitations and available funding. Follow-up activities after training were also inconsistent. Teachers who attended external programs shared information informally, but institutional dissemination and classroom mentoring needed strengthening.

Process Evaluation

The process evaluation found that teachers generally prepared learning materials, implemented scheduled lessons, managed classrooms, and conducted assessment. Classroom observations showed that teachers used explanation, questioning, assignments, discussions, and religious habituation. Students participated more actively when teachers used contextual examples, visual media, group activities, and direct questioning. Teachers also incorporated Islamic values into classroom communication and daily routines.

Several process limitations remained. Instructional practices varied among teachers. Some teachers applied interactive and student-centred methods, while others relied heavily on explanation and written assignments. Differentiated instruction had not been consistently implemented. Teachers understood that students had different abilities, but lesson plans did not always provide varied content, activities, or support. Formative assessment was used, although its results were not consistently employed to redesign subsequent learning.

Academic supervision had supported teacher improvement through document review, classroom observation, and feedback. Teachers considered supervision useful when the principal provided practical recommendations. However, supervision frequency and follow-up differed because of time constraints and administrative workload. Some supervision findings led to classroom improvement, while others remained documented without sustained mentoring. Stronger peer supervision and professional learning communities could make instructional evaluation more continuous.

Parental communication contributed positively to student discipline and learning support. Teachers used meetings and digital communication to provide information about assignments, attendance, behaviour, and school activities. However, communication often focused on immediate operational issues. The school could expand parental involvement into discussions of learning needs, home literacy, digital habits, and character development.

Product Evaluation

The product evaluation showed positive outcomes in student participation, religious routines, discipline, teacher collaboration, and institutional commitment. Students participated in learning and school religious activities, while teachers demonstrated stronger cooperation in handling instructional and behavioural issues. Professional discussions also supported the exchange of teaching strategies and learning materials.

Nevertheless, evidence concerning learning-quality improvement remained more descriptive than longitudinal. The school had student scores, attendance data, assessment reports, and behavioural records, but these data had not always been integrated to evaluate institutional performance over time. The relationship between teacher development, instructional improvement, and student outcomes also required clearer documentation.

The product dimension therefore indicated that the educational system produced relevant outcomes, but the school needed a more comprehensive quality-information system. Academic achievement, student engagement, religious character, teacher performance, parental satisfaction, and program effectiveness should be evaluated collectively. Such integration would enable the school to identify trends, compare targets and achievements, and determine evidence-based improvement priorities.

Discussion

The findings indicate that the CIPP model provides a comprehensive framework for evaluating the education system at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh. The model revealed that educational quality resulted from the interaction among institutional needs, available resources, implementation practices, and educational outcomes. This result supports the decision-oriented principle of CIPP, which views evaluation as a means of improving programs rather than merely proving their success (Stufflebeam & Zhang, 2017). Recent reviews also show that CIPP remains relevant because it can identify strengths and weaknesses throughout the educational cycle and formulate specific recommendations for decision-makers (Suri & Hariyati, 2024).

Relevance of the Educational Context

The strong context dimension reflects the alignment between the school's objectives and its identity as a Muhammadiyah Islamic elementary school. Academic learning, Islamic character, discipline, and social responsibility formed interconnected educational priorities. This alignment is important because educational programs become meaningful when they respond to actual institutional and student needs. Context evaluation prevents schools from adopting programs solely because they are required by external policies. It directs attention to local conditions, student characteristics, parental expectations, and institutional values.

However, the findings also reveal that normative objectives must be translated into measurable targets. An institution may state that it aims to produce religious, disciplined, and academically competent students, but evaluation becomes difficult when these concepts lack operational indicators. CIPP-based evaluation requires schools to clarify the criteria for success before examining inputs, processes, and products. Studies of curriculum evaluation similarly show that clear objectives and needs mapping become the foundation for assessing school readiness and implementation barriers (Fitri et al., 2024).

The school should therefore institutionalize periodic needs assessment. The assessment should combine student-achievement data, teacher reflections, classroom observations, parental feedback, and facility analysis. This approach would enable the school to distinguish between urgent operational problems and strategic educational needs. It would also make annual planning more evidence-based.

Adequacy and Utilization of Educational Inputs

The input evaluation demonstrates that basic resource availability is necessary but does not automatically guarantee learning quality. The school possessed teachers, curriculum documents, classrooms, and learning facilities, yet differences remained in digital access, technological competence, and professional-development continuity. These findings reinforce the idea that input evaluation must examine the suitability and use of resources rather than merely record their existence.

Teacher competence represents the most critical input because teachers convert curriculum, facilities, and policies into learning experiences. A digital device has limited impact when teachers lack the ability to connect it with learning objectives, instructional methods, and assessment. Similarly, curriculum documents cannot improve learning when teachers view them only as administrative requirements. Research on teacher certification and professional education shows that resource readiness, participant competence, institutional support, and implementation design jointly shape program outcomes (Lede, Njuma, Wandut, & Lede, 2024; Sari et al., 2023).

The school's professional-development programs should therefore follow a systematic cycle. The cycle should begin with competency mapping and continue through training, classroom application, mentoring, observation, and evaluation. External workshops can introduce ideas, but internal mentoring ensures that teachers adapt those ideas to student needs. Without follow-up, training often produces certificates rather than instructional improvement.

Input evaluation also suggests the need for priority-based budgeting. Private Islamic schools may face financial limitations, so the school cannot address all resource gaps simultaneously. The CIPP findings can guide budget allocation toward resources that directly influence learning. These may include teacher mentoring, shared digital devices, internet access, learning media, literacy materials, and assessment development. Resource allocation should be based on identified needs and expected educational impact.

Consistency of the Learning Process

The process dimension showed that learning operated consistently but varied in quality among teachers. This variation confirms that formal compliance does not necessarily represent effective curriculum implementation. Teachers may prepare lesson documents and complete assessment schedules while still relying on teacher-centred methods. Process evaluation is therefore essential because it examines what occurs in classrooms rather than what appears in planning documents.

Recent evaluations of curriculum implementation have found that teacher readiness, instructional variation, assessment capacity, and facility support influence the extent to which curriculum principles are realized in practice (Mulyadi et al., 2024; Wahidah, Listyasari, Rahmat, & Rohyana, 2023). The present findings show a similar pattern. Teachers understood the importance of active learning, but their classroom application differed according to experience, confidence, competence, and access to learning media.

Differentiated instruction requires particular attention. Elementary students differ in readiness, interest, learning pace, language ability, and home support. Teachers should therefore provide varied explanations, tasks, media, grouping, and assistance. However, differentiation should remain manageable. It does not require teachers to develop a completely different lesson for every student. The school can begin with diagnostic assessment, flexible grouping, tiered assignments, and additional support for students who experience difficulties.

Formative assessment should also function as a learning-improvement mechanism. Teachers already conducted questioning, assignments, and daily assessment, but the evaluation showed that assessment information was not always used to modify instruction. A stronger system would require teachers to identify common misconceptions, classify students' needs, provide feedback, and plan remedial or enrichment activities. Thus, assessment would become part of the instructional cycle rather than merely a scoring activity.

Academic Supervision and Continuous Improvement

Academic supervision emerged as a strategic process for improving learning quality. Classroom observation and feedback allowed the principal to identify discrepancies between lesson plans and instructional practices. This role corresponds with the process-monitoring function of CIPP. Evaluation should provide timely information so that weaknesses can be corrected during implementation rather than after the program ends.

The effectiveness of supervision nevertheless depends on its continuity and follow-up. Irregular observation produces limited change, particularly when teachers receive general recommendations without further assistance. The school should develop a supervision cycle involving pre-observation discussion, classroom observation, evidence-based feedback, improvement planning, and follow-up observation. Peer mentoring can complement principal supervision and distribute instructional leadership across the school.

CIPP evaluations of teacher-development and educational programs indicate that process monitoring improves program accountability and helps institutions identify implementation problems before they affect final outcomes (Khaksar, Kiany, & ShayesteFar, 2023; Sari et al., 2023). At Muhammadiyah Islamic Elementary School Sidokerto, supervision should therefore connect directly with professional development. Findings about assessment difficulties should lead to assessment training. Weak digital integration should lead to practical mentoring. Limited student participation should lead to collaborative lesson design.

Educational Products and Quality Indicators

The product evaluation identified positive changes in student participation, religious routines, discipline, and teacher collaboration. These outcomes reflect the school's holistic educational objectives. In Islamic education, learning quality includes cognitive, moral, religious, social, and behavioural development. Product evaluation should therefore avoid reducing institutional quality to examination scores.

At the same time, product evaluation requires reliable evidence. Positive perceptions and observations provide valuable information, but the school should combine them with longitudinal data. Student achievement can be examined across semesters. Attendance and discipline can be analyzed for trends. Religious-character

development can be assessed through clear behavioural indicators. Teacher performance can be compared before and after professional development. Parent and student satisfaction can provide additional evidence.

Previous CIPP evaluations in Islamic education have shown that program products should be assessed against initial needs and objectives. A *tahfidz* program, for instance, cannot be evaluated only through the number of memorized verses. It should also consider learning consistency, student motivation, teacher guidance, and program sustainability (Abshor et al., 2024; Ayyusufi et al., 2022). The same principle applies to the school's education system. Academic results, Islamic character, participation, teacher competence, and stakeholder satisfaction should be examined as related outcomes.

Institutional Implications of the CIPP Evaluation

The evaluation suggests that the school should develop a continuous educational quality cycle. First, the school should conduct annual context analysis to identify student needs, stakeholder expectations, curriculum demands, and institutional priorities. Second, it should map inputs, including teacher competence, facilities, funding, and learning resources. Third, it should monitor learning processes through supervision, peer observation, assessment review, and student feedback. Fourth, it should evaluate products using academic, behavioural, religious, professional, and satisfaction indicators.

This cycle would transform evaluation from an occasional administrative activity into an institutional learning system. The school would not wait until the end of the year to identify problems. Instead, it would use evaluation evidence throughout program implementation. This approach is consistent with recent CIPP applications that emphasize evaluation for improvement, adaptation, and sustainability (Cahyadi, Suyanto, & bin Wan Mat, 2025; Dianto et al., 2024).

The evaluation also indicates that context, input, process, and product should not be treated as independent dimensions. Weak input can affect instructional processes, while process weaknesses can reduce product achievement. Product data can also reveal new contextual needs. For example, low literacy achievement may indicate the need for additional teacher training, reading materials, parental involvement, and revised instructional strategies. Thus, CIPP operates as a cyclical rather than linear framework.

The principal should lead this quality cycle but should not work alone. Teachers, parents, the school committee, Muhammadiyah educational authorities, and students should contribute according to their roles. Participatory evaluation can strengthen data accuracy, stakeholder commitment, and collective responsibility. It can also reduce the perception that evaluation aims to identify individual mistakes. Evaluation should create a professional culture in which evidence supports learning and institutional improvement.

Overall, the CIPP-based evaluation shows that the education system at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, possesses a relevant institutional context, adequate basic inputs, functional learning processes, and positive educational products. Nevertheless, the system requires improvement in documented needs assessment, digital resources, structured professional development, differentiated instruction, formative-assessment use, supervision follow-up, and integrated quality measurement. Addressing these areas can strengthen the relationship between institutional objectives, classroom practices, and student outcomes.

Conclusion

The CIPP-based evaluation shows that the education system at Muhammadiyah Islamic Elementary School Sidokerto, Plupuh, has generally supported the improvement of learning quality. The context dimension indicates that the school's educational objectives are relevant to students' academic needs, Islamic character development, parental expectations, and Muhammadiyah institutional values. However, the school still needs a more systematic and documented needs assessment to translate its vision into measurable educational targets.

The input dimension demonstrates that the school has adequate teachers, curriculum documents, learning facilities, and institutional support. Nevertheless, digital infrastructure, professional development continuity, and teachers' technological competence require further strengthening. The process dimension shows that learning, assessment, supervision, and parental communication have been implemented regularly. However, variations remain in student-centred instruction, differentiated learning, formative assessment use, and supervision follow-up. The product dimension reveals positive outcomes in student participation, religious routines, discipline, teacher collaboration, and institutional commitment. Yet, learning-quality outcomes have not been measured through an integrated and longitudinal evaluation system.

The study concludes that learning quality cannot be improved through isolated programs. It requires an interconnected system involving needs analysis, resource management, instructional monitoring, and comprehensive outcome evaluation. The school should establish a continuous CIPP-based quality cycle consisting of annual context analysis, input mapping, process monitoring, and product evaluation. This cycle should involve school leaders, teachers, parents, students, school committees, and Muhammadiyah educational authorities. A participatory and evidence-based evaluation system can strengthen teacher competence, instructional practices, academic supervision, resource utilization, and student outcomes while preserving the Islamic educational identity of the school.

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